



# Star Schools Program

Grant Application Due Date: March 26, 1999

# **STAR SCHOOLS PROGRAM**

**Applications Due: March 26, 1999**

**Office of Educational Research and Improvement  
U.S. Department of Education**

**CFDA # 84. 203F  
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**Phone: (202) 208-3882  
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## **ESTIMATED PUBLIC REPORTING BURDEN**

Public reporting burden for this collection of information is estimated to average 40 hours per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:

Star Schools Program  
Attn: 84.203F  
U.S. Department of Education  
555 New Jersey Avenue, NW  
Washington, DC 20208-5544

# **Application for Grants Star Schools Program**

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Dear Applicant:

Thank you for your interest in the Star Schools program, administered by the Office of Educational Research and Improvement (OERI). Enclosed is an application containing the instructions and forms necessary to apply for a Fiscal Year 1999 grant.

Please review the enclosed materials and follow the instructions for completing the grant application carefully. Please note that only eligible telecommunications partnerships may receive grants under this program. Your application must address each of the requirements in the statute and must comply with the page requirements defined in the application package.

Applicants should be cognizant that the government will conduct an evaluation of the Star Schools program. It is expected that grantees will cooperate in this effort and will provide project and attendance data and materials upon request.

The Department of Education requires applicants to submit an original and two copies of an application. However, it has been our experience that the review process can be completed faster if all applicants voluntarily submit an original and five copies of the application package. Upon receipt of your application, the Department's Application Control Center will assign your organization a Program Request number (PR/award number) and send you a copy of the number. Please refer to this number in any future correspondence concerning your application.

Applications will be reviewed and ranked by panels of experts based on the selection criteria included in this package. It is anticipated that the awards will be announced by May 28, 1999. If you have any questions or need additional information concerning the program or the application process, please contact the Learning Technologies Division at (202) 208-3882.

Again, thank you for your interest in the Star Schools program.

Sincerely,

Cheryl P. Garnette  
Director  
Learning Technologies Division

## What Is the Star Schools Program?

Launched ten years ago, the Star Schools program was intended to provide valuable curriculum content and professional development for students and teachers who would not otherwise have access to such opportunities. Today, the Star Schools program provides quality, cost-effective instruction through distance education technologies to more than 2,000,000 learners annually in every state and the U.S. territories. Although the original program's intent was to meet the needs of small, rural schools, the program has provided opportunities for students in large urban and metropolitan communities to also benefit from the courses, curriculum modules, and electronic field trips which previously were not available. Specifically, the purpose of the program is to encourage improved instruction in mathematics, science, foreign languages, and other subjects, such as literacy skills and vocational education, and to serve traditionally underserved populations, including disadvantaged, illiterate, and limited-English proficient persons, and individuals with disabilities through the use of distance learning technologies.

Over the past several years, as new and emerging technologies have developed, the Star Schools program has similarly evolved and provided opportunities for students and teachers to explore with a variety of media. As a result of the Star Schools program, schools were equipped with satellite dishes that afforded many remote communities with access to courses which otherwise were not available. The influx of multimedia computers with CD-ROM and the resurgence of videodiscs prompted a new generation of curriculum materials, which were also supported by the Star Schools program. New fiber optic and cable systems were also supported through the program as educators found alternatives and complements to the satellite networks that continued to grow. Current advanced telecommunications and the growing convergence of satellite and Internet technologies are such that today's Star Schools projects are likely to use any or all of these capabilities, primarily choosing delivery systems in such a way as to ensure that potential recipients can access services. The Star Schools program uses multiple technologies and both synchronous and asynchronous schemes to work with their customers. Now at the dawn of a new century, the program continues to evolve in response to advances in computing and telecommunications technologies.

But more importantly, the Star Schools program is about effective teaching and learning for all students. Technology is used by Star Schools grantees to support education reform and ensure that challenging content, ambitious pedagogy and engaged learning are a part of today's classroom experience for their customers, and that teachers have the support they need to do their job well.

Examples of linking reform models with distance learning technologies are evident in several projects across the country. The Mountain Plains Distance Learning Partnership has developed a virtual campus to serve the Native American populations of Utah, Wyoming, Colorado, and Montana through a digital ATM microwave system. Teachers are trained and empowered to design and deliver interactive multi-media curricula to remote communities that have traditionally lacked access to many educational opportunities. The Juvenile Justice Distance Learning Consortium's Safety-Net project provides access to programs and materials to incarcerated juvenile offenders and their teachers in Florida, New York, and Texas to enable them to meet their "just-in-time" learning and teaching needs and interests. By combining satellite, cable, and access to Internet resources, new avenues are opened to students to motivate, challenge, and prepare them for the future as educated and productive citizens, and to encourage them to take responsibility for their own education. The Satellite Educational Resources Consortium (SERC), a consortium of 14 public broadcasting stations and state departments of education, provides curriculum-based multiple media materials on demand by digitizing extensive video archives within the public broadcasting inventory and through the development of new curricula. These examples represent efforts designed to reach traditionally underserved populations and to transform the traditional instructional model of the past into an active-learner, collaborative-based model for the 21<sup>st</sup> century.

As new technologies continue to emerge and emphasis is placed on ensuring that the needs of an increasingly diverse population are met, educators are faced with the challenges offered by new research that suggests the need for new strategies for improving student learning. For example, research suggests that increasing our expectations for students' comprehension of mathematics in the middle grades is essential to boosting student achievement and getting more students on the road to challenging college preparatory mathematics and science courses. The recent Third International Mathematics and Science Study (TIMSS) and other related research indicate that America's schoolchildren successfully acquire basic science and mathematics skills at the 4<sup>th</sup> grade but fall behind their international peers between the grades of four and eight. By the 12<sup>th</sup> grade, U.S. students' relative standing declines even further in both mathematics and science, even among our most advanced students.

To successfully teach more rigorous curricula in all content areas, middle school teachers must enter the classroom with extensive content knowledge and on-going professional development opportunities that link them to their peers and to others with experience in the content that they are teaching. However, teachers rarely have the opportunity to participate in on-going learning communities and in-depth study of the subject field through professional development (only 33.7 percent of teachers report participating in in-depth study of their subject field within the past year, 1994 Schools and Staffing Survey). Moreover, particularly in the fields of mathematics and science, nationally 28 percent of high school mathematics teachers and 55 percent of high school physics teachers neither majored nor minored in their discipline, and the statistics are even more severe in high poverty schools.

High quality, large- scale distance learning programs have the potential to make a substantial impact on these critical areas of concern. The Star Schools program is seeking bold, new ideas that can be sustained after federal funding ends and used widely throughout the United States. Critical to sustainability is not just the demonstration of an idea, but also the quantitative and qualitative evaluation of the degree to which the idea is implemented and its impact on student achievement as well as teacher competencies.

Building on the capacity of the Star Schools program to enhance learning opportunities across boundaries while fostering systemic reform and linking to standards-based efforts at the local and state levels, four themes emerge as critical components of applications in this year's Star Schools competition:

**Emerging technologies.** Communities of learners in the 21<sup>st</sup> century will rely on a variety of technologies to ensure that students of various ability levels and diverse backgrounds benefit from the new learning paradigms and applications that emerge as new technologies become available. The Star Schools program will continue to provide opportunities for the traditionally underserved populations to gain access and reduce the digital divide, which separates many of our learners and schools today. Successful distance learning programs must ensure that they reach underserved populations. To make certain that greater numbers of students and teachers can participate in distance learning programs, well-designed projects will consider ways to impact more students through large-scale implementation and will ensure that the technology required can be widely used.

**Challenging content.** Distance learning technologies offer not only the opportunity to deliver traditional instruction in new ways, they also make available entirely new and more challenging content and instruction. For example, new technologies allow students to develop and share mathematical models and simulations or share examples of students' written work over distance.

**Quality teacher training.** Increasingly, research suggests that effective professional development focus on subject matter knowledge and how students learn. For example, in the area of mathematics and science, a Star Schools project might provide training for teachers of middle school students to ensure that the teachers have the requisite expertise in the content to prepare their students for more advanced mathematics and science courses at the high school level. Thus middle school teachers would be provided courses through distance education to deepen their understanding of fundamental concepts and strategies their students must master.

**Rigorous evaluation.** It is critical that projects understand and learn from these efforts and share with other projects about their experiences with new technologies, challenging applications, and teacher training efforts. A strong evaluation which employs both qualitative and quantitative analyses including outcome measures to assess the impact on teaching and student learning from the beginning of the project throughout its operation will guide the project and provide a broad perspective on lessons learned from these new technologies.



## Who Can Apply for a Star Schools Grant?

The Star Schools program provides the opportunity for a host of entities to form a telecommunications partnership, which may be eligible to apply for funding. However, at least one local educational agency must participate in the proposed project, and eligible telecommunications partnerships must be organized on a statewide or multistate basis. There are two types of eligible entities that can apply for Star Schools funds. Eligible entities include:

- (a) A public agency or corporation that represents the interests of elementary and secondary schools that are eligible to participate in the program under part A of title I of the Elementary and Secondary Education Act of 1965, as amended by P. L. 103 – 352 (ESEA); or
- (b) A partnership that will provide telecommunications services and includes three or more of the following entities. At least one of which shall be an agency described in (1) or (2):
  - (1) A local educational agency that serves a significant number of elementary and secondary schools that are eligible for assistance under part A of title I of the ESEA or elementary and secondary schools operated or funded for Indian children by the Department of the Interior eligible under section 1121(c) of the ESEA;
  - (2) A State educational agency;
  - (3) Adult and family education programs;
  - (4) An institution of higher education or a State higher education agency;
  - (5) A teacher training center or academy which provides teacher preservice and inservice training, and receives Federal financial assistance or has been approved by a State agency;
  - (6) A public or private entity with experience and expertise in the planning and operation of a telecommunications network, including entities involved in telecommunications through satellite, cable, telephone, or computer; or a public broadcasting entity with experience of this type; or
  - (7) A public or private elementary or secondary school.

# What Are the Required Activities?

## Statutory Requirements:

To receive a grant under this program, applicants may propose support for the following:

- (1) the development, construction, acquisition, maintenance and operation of telecommunications facilities and equipment;
- (2) the development and acquisition of live, interactive instructional programming;
- (3) the development and acquisition of preservice and inservice teacher training programs based on established research regarding teacher-to-teacher mentoring, effective skill transfer, and ongoing, in-class instruction;
- (4) the establishment of teleconferencing facilities and resources for making interactive training available to teachers;
- (5) technical assistance;
- (6) and the coordination of the design and connectivity of telecommunications networks to reach the greatest number of schools.

## Applicants Must:

- (1) describe how the proposed project will assist in achieving the National Education Goals, how the project will assist all students to have an opportunity to learn to challenging State standards, how the project will assist State and local educational reform efforts, and how the project will contribute to creating a high quality system of lifelong learning;
- (2) describe the telecommunications facilities and equipment and technical assistance for which assistance is sought which may include—
  - (A) the design, development, construction, acquisition, maintenance and operation of State or multistate educational telecommunications networks and technology resource centers;

- (B) microwave, fiber optics, cable, and satellite transmission equipment or any combination thereof;
  - (C) reception facilities;
  - (D) satellite time;
  - (E) production facilities;
  - (F) other telecommunications equipment capable of serving a wide geographic area;
  - (G) the provision of training services to instructors who will be using the facilities and equipment for which assistance is sought, including training in using such facilities and equipment and training in integrating the program into the classroom curriculum; and
  - (H) the development of educational and related programming for use on a telecommunications network;
- (3) in the case of an application for assistance for instructional programming, describe the types of programming which will be developed to enhance instruction and training and provide assurance that such programming will be designed in consultation with professionals (including classroom teachers) who are experts in the applicable subject matter and grade level;
  - (4) describe how the eligible entity has engaged in sufficient survey and analysis of the area to be served to ensure that the services offered by the eligible entity will increase the availability of courses of instruction in English, mathematics, science, foreign languages, arts, history, geography, or other disciplines;
  - (5) describe the professional development policies for teachers and other school personnel to be implemented to ensure the effective use of the telecommunications facilities and equipment for which assistance is sought;
  - (6) describe the manner in which historically underserved students (such as students from low-income families, limited English proficient students, students with disabilities, or students who have low literacy skills) and their families, will participate in the benefits of the telecommunications facilities, equipment, technical assistance, and programming;
  - (7) describe how existing telecommunications equipment, facilities, and services, where available, will be used;
  - (8) provide assurances that the financial interest of the United States in the telecommunications facilities and equipment will be protected for the useful life of such facilities and equipment;

- (9) provide assurances that a significant portion of any facilities and equipment, technical assistance, and programming for which assistance is sought for elementary and secondary schools will be made available to schools or local educational agencies that have a high number or percentage of children eligible to be counted under part A of title I of the ESEA;
- (10) provide assurance that the applicant will use the funds provided under this program to supplement and not supplant funds otherwise available for the purposes of the program;
- (11) if any member of the consortia receives assistance under the Regional Technical Support and Professional Development authority (i.e. the Regional Technology in Education Consortia or R\*TEC), describe how funds received under the Star Schools program will be coordinated with R\*TEC funds received for educational technology in the classroom;
- (12) describe the activities or services for which assistance is sought, such as:
  - (A) providing facilities, equipment, training services, and technical assistance;
  - (B) making programs accessible to students with disabilities through mechanisms such as closed captioning and descriptive video services;
  - (C) linking networks around issues of national importance (such as elections) or to provide information about employment opportunities, job training, or student and other social service programs;
  - (D) sharing curriculum resources between networks and development of program guides which demonstrate cooperative, cross-network listing of programs for specific curriculum areas;
  - (E) providing teacher and student support services including classroom and training support materials which permit student and teacher involvement in the live interactive distance learning telecasts;
  - (F) incorporating community resources such as libraries and museums into instructional programs;
  - (G) providing professional development for teachers, including, as appropriate, training to early childhood development and Head Start teachers and staff and vocational education teachers and staff, and adult and family educators;
  - (H) providing programs for adults to maximize the use of telecommunications facilities and equipment;

- (I) providing teacher training on proposed or established voluntary national content standards in mathematics and science and other disciplines as such standards are developed; and
- (J) providing parent education programs during and after the regular school day which reinforce a student's course of study and actively involve parents in the learning process;
- (13) describe how the proposed project as a whole will be financed and how arrangements for future financing will be developed before the project expires;
- (14) provide an assurance that a significant portion of any facilities, equipment, technical assistance, and programming for which assistance is sought for elementary and secondary schools will be made available to schools in local educational agencies that have a high percentage of children counted for the purpose of part A of title I of the ESEA; and
- (15) provide an assurance that the applicant will provide such information and cooperate in any evaluation that the Secretary may conduct under this program.

## **What Are the Matching Requirements?**

The Star Schools program requires a matching commitment on the part of the applicant to help ensure the sustainability of their efforts beyond the Federal investment. Please note that the Federal share shall not exceed 75 percent for the first and second years, 60 percent for the third and fourth years, and 50 percent for the fifth year. The Secretary may waive or reduce this matching requirement upon a showing of financial hardship.

## **What Will Be the Time Period and Amount of Awards?**

Star Schools grants are five-year awards. Each applicant must propose five years of activities and provide a budget for each year. The amount of funds available for new awards is \$9.8 million. Grants will range from \$1.5 million to \$2 million. It is estimated that approximately 4-5 new grants will be awarded. Applications requesting amounts more than \$2 million per year or amounts exceeding \$10 million for five years will not be considered.

## What Regulations Apply to this Program?

The following regulations are applicable to the Star Schools Program: (a) the Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75 (except 34 CFR 75.102(a) and (b) (1), 77, 79, 80, 81, 82, 85, 86, and (b) 34 CFR 299, General Provisions, Elementary and Secondary Education Act, published on May 22, 1997, in the Federal Register (62FR28247).

## What Are the Selection Criteria for this Grant Competition?

The Education Department General Administrative Regulations (EDGAR) govern selection of new grants and include selection procedures and a menu of general selection criteria and optional factors. Criteria and factors appropriate to the competition are selected to evaluate the quality of each eligible grant application. For this new grant competition, the Secretary establishes the following Selection Criteria:

### 1. **Need for Project (20 points)**

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
- (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

### 2. **Significance (35 points)**

- (a) The national significance of the proposed project.
- (b) The likelihood that the proposed project will result in system change or improvement.
- (c) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

- (d) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
- (e) The potential replicability of the proposed project or strategies, including as appropriate, the potential for implementation in a variety of settings.

**3. Quality of Project Services (20 points)**

- (a) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
- (b) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

**4. Quality of the Project Evaluation (25 points)**

- (a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (c) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

## **What Is The Government Performance and Results Act?**

The Government Performance and Results Act (GPRA) of 1993 places new management expectations and requirements on Federal departments and agencies by creating a framework for more effective planning, budgeting, program evaluation, and fiscal accountability for Federal programs. The intent of the Act is to improve public confidence by holding departments and agencies accountable for achieving program results. Departments and agencies should clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

The goal of the Star Schools program is to improve the teaching and learning of all students through distance learning or distributed education technology activities. Projects are required to submit data on relevant performance indicators as part of their annual and final performance reports to the U.S. Department of Education. Projects are also required to participate in any national evaluation or customer survey that the Department may conduct on the program.

## **Evaluation Plan**

A strong evaluation plan should be included in each Star Schools program grant application and shape the development of the project from the beginning of the grant period. The plan should include clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on teaching and, ultimately, student learning. More specifically, the plan should identify the individual and/or organization that has agreed to serve as evaluator for the project and describe the offeror's qualifications. It should describe the evaluation design indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders both about success at the initial site and effective strategies for replication elsewhere. Please note that applicants should include a plan that includes these elements as a part of their program narrative (See How Do I Apply section).



# How Do I Apply for a Star Schools Grant?

Carefully read the entire application package before beginning to prepare an application. The **Required Activities and Selection Criteria** above identify who is eligible to apply under this competition, what applicants must propose, and what criteria will be used to evaluate applications.

## The Application

**Each application should include:**

- 1. Title Page:** Use the Title Page form (Standard Form 424) included in these guidelines.
- 2. Table of Contents:** Include a one-page table of contents.
- 3. Abstract.** Provide a one-page, double-spaced abstract that describes the need to be addressed by the project, summarizes the proposed activities, and identifies the intended outcomes. If your project receives funding, this abstract will be given to Congress. It is helpful to include on this page the name, address, and phone numbers of the applicant.
- 4. Narrative.** Provide a narrative **of no more than 35 double-spaced pages**. Any narrative exceeding this page limitation will not be considered for funding. The narrative should address the selection criteria and each of the four themes discussed in this application package. About 20 percent or 7 pages should be devoted to the project evaluation plan.
- 5. Budget.** Use the attached Budget Summary form (ED Form 524), or a suitable facsimile, to present a complete budget summary for each year of the project. Please provide a justification for this budget by including, **for each year**, a narrative for each budget line item which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining in-kind support or funding provided by partners in the project, if any. Please include project staff travel funds for two trips during each year of the project to a Star Schools Project Directors and Evaluators meeting in Washington, DC. Each trip will be for three days for up to three persons. At these project meetings, grant recipients will have an opportunity to strengthen their efforts by collaborating and networking with other grantees funded by this program.

## Restricted Indirect Cost

The Star Schools program has a statutory requirement that prohibits the use of Federal funds to supplant non-federal funds. The Education Department General Administrative Regulations (EDGAR) (76.563-569) require that your agency use a restricted indirect cost rate when applying for Star Schools grants. For computational purposes, the unrestricted rate must first be calculated, then converted to the restricted rate by removing certain items from the indirect cost pool and placing them in the direct cost base. This results in a lesser rate to claim indirect cost reimbursement under restricted rate programs. Please contact your cognizant Federal agency to determine the proper restricted rate for this program. For your information, the cognizant Federal agency is typically the awarding party that contributes the most federal money to your agency. Please verify this designation with your finance office. Your organization will be expected to provide your cognizant Federal agency with a restricted indirect cost rate proposal for this program, using the enclosed guidance in appendix 1.

## The Appendix

**Each application should be accompanied by an appendix, which includes:**

- 1. Project Personnel.** Please provide a brief summary of the background and experience of key project staff as they relate to the specific project activities you are proposing.
- 2. List of Partners.** List all project partners and other sources of support, their contact persons, addresses, telephone numbers, fax numbers, and E-mail addresses. The roles and contributions of all partners and other sources of support should be described within the 35-page narrative, but letters of commitment should be included in this section of the appendix to clearly verify the role and contribution of each member.
- 3. Evidence of Previous Success.** Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the applicant or of the activities proposed in the narrative section of the application.

# NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

## **To Whom Does this Provision Apply?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

## **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427:

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## **Estimated Burden Statement for GEPA Requirements**

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

### **Other Attachments**

**Other attachments are not encouraged. Reviewers will have a limited time to read each application. Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, press clippings, testimonial letters, etc. will not be reviewed and will be returned to the applicant.**

## How Do I Submit an Application?

**The deadline for receipt of applications is March 26, 1999. All applications must be received on or before that date.** This closing date and procedures for guaranteeing timely submission will be strictly observed.

### Number of Copies of the Application

Applicants are required to submit one (1) signed original and two (2) copies of the application. Each copy of the application must be covered with a Title Page (form included in these guidelines) or a reasonable facsimile. All applicants are encouraged to submit voluntarily an additional three (3) copies of the application for a total of one original and five copies, and an additional three (3) copies of the Title Page itself in order to expedite the review process. The absence of these additional copies will not influence the selection process. **All sections of the application and all sections of the appendix must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying).**

### MAILING ADDRESS AND ADDRESS FOR APPLICATIONS SENT BY COMMERCIAL CARRIER

Star Schools Program  
Attn: 84.203F  
U.S. Department of Education  
Application Control Center  
Regional Office Building 3, Room 3633  
7th & D Streets, SW  
Washington, DC 20202-4725  
Telephone: 202-708-8493

**Applications sent by mail must be received no later than March 26, 1999.** Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail no later than (5) days before the deadline date; or (2) sent by commercial carrier not later than two (2) days before the deadline date. The following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark, (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, (3) a dated shipping label, invoice, or receipt from a commercial carrier, or (4) any other proof of mailing acceptable to the Secretary.

**Applications delivered by hand** before the deadline date will be accepted between the hours of 8:00 a.m. and 4:00 p.m. Eastern Time except Saturdays, Sundays, or Federal holidays at the Application Control Center, U.S. Department of Education, Regional Office Building 3, Room 3633, 7th & D Streets, SW (**D Street, SW, Entrance**), Washington, DC (Telephone: 202-708-8493). Applications delivered by hand on March 26, 1999 (on the deadline date) will not be accepted after 4:00 p.m. Eastern Time.

## REQUIRED FORMS

The following forms are required in all applications. They may be photocopied as necessary.

- Cover Page - ED Form 424 and instructions
- Budget Summary Form – ED Form 524 and instructions

All of the forms listed above are available at:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

If your printer is unable to print the formats of the ED forms, you can print them directly off the web site instead. If you do not have access to this web site, please fax your request for these forms to (202) 208-3882. Please be sure to include your return fax number and/or mailing address.

## **Intergovernmental Review of Federal Programs Executive Order 12372**

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive Order. A listing containing the Single Point of Contact for each State follows. In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, Room 6213, 600 Independence Avenue, SW., Washington, DC 20202-0124.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

**PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

## State Single Points of Contact

**Note:** In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

### **ARIZONA**

Joni Saad  
Arizona State Clearinghouse  
3800 N. Central Avenue  
Fourteenth Floor  
Phoenix, Arizona 85012  
Telephone: (602) 280-1315  
Fax: (602) 280-8144

### **ARKANSAS**

Mr. Tracy L. Copeland  
Manager, State Clearinghouse  
Office of Intergovernmental Services  
1515 W. 7<sup>th</sup> Street, Room 412  
Little Rock, Arkansas 72203  
Telephone: (501) 682-1074  
Fax: (501) 682-5206

### **CALIFORNIA**

Grants Coordinator  
Office of Planning & Research  
1600 Ninth Street, Room 250  
Sacramento, California 95814  
Telephone: (916) 327-9281  
Fax: (916) 322-1025

### **DELAWARE**

Francine Both  
Executive Department  
Office of the Budget  
Thomas Collins Building  
P. O. Box 1401  
Dover, Delaware 19903  
Telephone: (302) 739-3326  
Fax: (302) 739-5661

### **DISTRICT OF COLUMBIA**

Charles Nichols  
Office of Grants Management and Development  
717 14<sup>th</sup> Street, N.W., Suite 400  
Washington, D.C. 20005  
Telephone: (202) 727-6554  
Fax: (202) 727-1617

### **GEORGIA**

Thom L. Reid, III  
Georgia State Clearinghouse  
270 Washington Street, S.W. – 8<sup>th</sup> Floor  
Atlanta, GA 30334  
Telephone: (404) 656-3855  
Fax: (404) 656-3828



**ILLINOIS**

Virginia Bova  
Illinois Department of Commerce  
and Community Affairs  
James R. Thompson Center  
100 West Randolph, Suite 3-400  
Chicago, IL 60601  
Telephone: (312) 814-6028  
Fax: (312) 814-1800

**INDIANA**

Frances Williams  
State Budget Agency  
212 State House  
Indianapolis, Indiana 46204-2796  
Telephone: (317) 232-5619  
Fax: (317) 233-3323

**IOWA**

Steven R. McCann  
Division for Community Assistance  
Iowa Department of Economic Development  
200 East Grand Avenue  
Des Moines, Iowa 50309  
Telephone: (515) 242-4919  
Fax: (515) 242-4809

**KENTUCKY**

Ronald W. Cook  
Office of the Governor  
Department of Local Government  
1024 Capitol Center Drive – Suite 340  
Frankfort, Kentucky 40601-8204  
Telephone: (502) 573-2382  
Fax: (502) 573-2512

**MAINE**

Joyce Benson  
State Planning Office  
184 State Street  
38 State House Station  
Augusta, Maine 04333  
Telephone: (207) 287-3261  
Fax: (207) 287-6489

**MARYLAND**

William G. Carroll  
Manager, Plan & Project Review  
Maryland Office of Planning  
301 W. Preston Street – Room 1104  
Baltimore, Maryland 21201-2365  
Telephone: (410) 767-4490  
Fax: (410) 767-4480

**MICHIGAN**

Richard Pfaff  
Southeast Michigan Council of Governments  
660 Plaza Drive – Suite 1900  
Detroit, Michigan 48226  
Telephone: (313) 961-4266  
Fax: (313) 961-4869

**MISSISSIPPI**

Cathy Mallette  
Clearinghouse Officer  
Department of Finance and Administration  
550 High Street  
Jackson, Mississippi 39302-3087  
Telephone: (601) 359-6762  
Fax: (601) 359-6764

**MISSOURI**

Lois Pohl  
Federal Assistance Clearinghouse  
Office of Administration  
P. O. Box 809  
Room 760, Truman Building  
Jefferson City, Missouri 65102  
Telephone: (314) 751-4834  
Fax: (314) 751-7819

**NEVADA**

Department of Administration  
State Clearinghouse  
Capitol Complex  
Carson City, Nevada 89710  
Telephone: (702) 687-4065  
Fax: (702) 786-3983

**NEW HAMPSHIRE**

Jeffrey H. Taylor  
Director, New Hampshire  
Office of State Planning  
Attn: Intergovernmental Review Process  
Mike Blake  
2 Beacon Street  
Concord, New Hampshire 03301  
Telephone: (603) 271-2155  
Fax: (603) 271-1728

**NEW MEXICO**

Robert Peters  
State Budget Division  
Room 190 Bataan Memorial Building  
Santa Fe, New Mexico 87503  
Telephone: (505) 827-3640

**NEW YORK**

New York State Clearinghouse  
Division of the Budget, State Capitol  
Albany, New York 12224  
Telephone: (518) 474-1605  
Fax: (518) 486-5617

**NORTH CAROLINA**

Chrys Baggett, Director  
North Carolina State Clearinghouse  
Office of THE Secretary of Administration  
116 West Jones Street – Suite 5106  
Raleigh, North Carolina 27603-8003  
Telephone: (919) 733-7232  
Fax: (919) 733-9571

**NORTH DAKOTA**

Office of Intergovernmental Assistance  
600 East Boulevard Avenue  
Bismarck, North Dakota 58505-0170  
Telephone: (701) 224-2094  
Fax: (704) 224-2308

**RHODE ISLAND**

Kevin Nelson  
Review Coordinator  
Department of Administration  
Division of Planning  
One Capitol Hill, 4<sup>th</sup> Floor  
Providence, Rhode Island 02908-5870  
Telephone: (401) 277-2656  
Fax: (401) 277-2083

**SOUTH CAROLINA**

Rodney Grizzle  
Grant Services, Office of the Governor  
1205 Pendleton Street – Room 331  
Columbia, South Carolina 29201  
Telephone: (803) 734-0494  
Fax: (803) 734-0356

**TEXAS**

Tom Adams  
Governors Office  
Director, Intergovernmental Coordination  
P. O. Box 12428  
Austin, Texas 78711  
Telephone: (512) 463-1771  
Fax: (512) 463-1880

**UTAH**

Carolyn Wright  
Utah State Clearinghouse  
Office of Planning and Budget  
Room 116, State Capitol  
Salt Lake City, Utah 84114  
Telephone: (801) 538-1535  
Fax: (801) 538-1547

**WEST VIRGINIA**

Fred Cutlip, Director  
Community Development Division  
W. Virginia Development Office  
Building #6, Room 553  
Charleston, West Virginia 25305  
Telephone: (304) 558-4010  
Fax: (304) 558-3248

**WISCONSIN**

Jeff Smith  
Section Chief, State/Federal Relations  
Wisconsin Department of Administration  
101 East Wilson Street  
6<sup>th</sup> Floor, P. O. Box 7868  
Madison, Wisconsin 53707  
Telephone: (608) 266-0267  
Fax: (608) 267-6931

**WYOMING**

Matthew Jones  
Office of the Governor  
200 West 24<sup>th</sup> Street  
State Capitol, Room 124  
Cheyenne, Wyoming 82002  
Telephone: (307) 777-7446  
Fax: (307) 632-3909

**TERRITORIES****GUAM**

Giovanni T. Sgambelluri  
Director, Bureau of Budget  
and Management Research  
Office of the Governor  
P. O. Box 2950  
Agana, Guam 96910  
Telephone: 011-671-472-2285  
Fax: 011-671-472-2825

**PUERTO RICO**

Norma Burgos/Jose E. Caro  
Chairwoman/Director  
Puerto Rico Planning Board  
Federal Proposals Review Office  
Minillas Government Center  
P. O. Box 4119  
San Juan, Puerto Rico 00940-1119  
Telephone: (809) 727-4444/723-6190  
Fax: (809) 724-3270/724-3103

**NORTHERN MARIANA ISLANDS**

Alvaro A. Santos  
Executive Officer  
Office of Management and Budget  
Office of the Governor  
Saipan, MP 96950  
Telephone: (670) 664-2256  
Fax: (670) 664-2272  
Contact person: Jacoba T. Seman  
Federal Programs Coordinator  
Telephone: (670) 664-2289  
Fax: (670) 664-2272

**NOTE:** This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Donna Rivelli (Telephone: (202) 395-5858) at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. This list is also published biannually in the Catalog of Federal Domestic Assistance.

## **IMPORTANT NOTICE TO PROSPECTIVE APPLICANTS IN U.S. DEPARTMENT OF EDUCATION GRANT PROGRAM**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally. For these reasons, ED must set strict deadlines for grant applications. Failure to meet a deadline will mean that an application will be rejected without any consideration. The rules, including the deadline, for applying for each grant are published individually in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.) The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employees are authorized to extend any deadline published in the Federal Register.

### **Questions regarding submission of applications may be addressed to:**

U.S. Department of Education  
Application Control Center  
Washington, DC 20202-4725

## **GRANT AND CONTRACT OPPORTUNITIES**

Information on grant and contract opportunities at the U.S. Dept of Education is available electronically on the following web sites:

ED Internet Home Page	<a href="http://www.ed.gov/">http://www.ed.gov/</a>
ED Grant Application Packages Page	<a href="http://www.ed.gov/grantapps/">http://www.ed.gov/grantapps/</a>
OCFO Web Internet Page	<a href="http://ocfo.ed.gov/">http://ocfo.ed.gov/</a>

## Appendix 1

### Restricted Indirect Cost Rates – Overview

Restricted indirect cost rates are used under awards that have “supplement not supplant” requirements. The restricted rates implement a “supplanting” bar for indirect cost claims. Certain costs that otherwise might be allowable under the Office of Management and Budget Circulars are not accepted in a restricted setting, because they would be incurred and/or financed with or without Federal influence.

When the concept of “Restricted Rates” was first introduced about 25 years ago, the conversion from Unrestricted to Restricted rates was fairly simple. The Occupancy and Maintenance (O&M) costs were removed from the Unrestricted pool and placed in the base.

In the 1980s, after the U.S. Office of Education was made a separate cabinet department, the regulations were revised and made a part of the Education Department General Administrative Regulations (EDGAR). Title 34 of the Code of Federal Regulations, Chapter 76, Paragraphs 560-569 (34 CFR 76.560-569) contains the current Restricted Rate requirements.

The current formula for Restricted Rates at 34 CFR 76.564(a) is as follows:

**Restricted Rate** = (General Management Costs + Fixed Costs) divided by (Other Expenditures).

#### **“General Management” Costs.**

These are defined by 34 CFR 76.565(a) as “costs that are for the direction and control of the grantee’s affairs that are organization-wide.” These exclude costs that are “limited to one activity, one component of the grantee, one subject, one phase of operation, or other single responsibility.”

“General Management” includes costs of performing service functions described at 34 CFR 76.565(b) such as:

- Accounting
- Payroll Preparation

- Personnel Management

Pursuant to 34 CFR 76.565 (c), “General Management” costs do not include:

- Divisional administration limited to one component of the grantee.
- The grantee’s governing body (e.g., Board of Directors).
- The grantee’s chief executive officer’s compensation.
- The compensation of the chief executive officer of the grantee’s “components.”
- Costs of operation of the immediate offices of the above.

A “component” is, on the organizational structure, one tier below the chief executive officer and her/his deputy.

In essence, indirect costs under Restricted Rates are limited to those service functions that provide services for the direction and control of the recipient. They do not include costs which are for direct program activities. In other words, all costs which are for the performance of the organization’s mission are considered Direct for the purpose of calculating the Restricted Rate. Restricted indirect costs are those that are for managing the organization, subject to the limitations at 34 CFR 76.565(c).

#### **Fixed Charges.**

These are defined by 34 CFR 76.566 as fringe benefits and related costs for allowable Restricted Indirect personnel.

#### **Other Expenditures.**

**These are defined by 34 CFR 76.567(a) to include all base charges for direct program activities. They also include unallowable occupancy and maintenance, as well as personnel and related costs made unallowable by 34 CFR 76.565(c).**

## **GRANT APPLICATION RECEIPT ACKNOWLEDGMENT**

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call:  
U.S. Department of Education  
Coordination and Control Branch  
202-708-9495

## **NOTIFICATION OF AWARD**

Applicants will be notified by mail whether their application is being funded.

## **ASSURANCES AND CERTIFICATIONS**

Applications selected for funding will require a signed ED Form 80-0013 (Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements), Standard Form SF 424B (Assurances - Non-Construction Programs), and Standard Form LLL (Disclosure of Lobbying Activities) before an award is made.



# APPLICATION PACKAGE CHECKLIST

## APPLICATIONS MUST BE RECEIVED NO LATER THAN: MARCH 26, 1999

### CHECK:

- \_\_\_\_\_ The Application Title Page has been completed according to the instructions on the back of the title page.
- \_\_\_\_\_ The Application Title Page has been **signed and dated by an authorized official** and the signed original has been included with your submission.
- \_\_\_\_\_ Submit one original plus two copies of the application and the appendix (including one unbound copy suitable for photocopying) PLUS three voluntarily submitted additional copies of the application and appendix and three voluntarily submitted additional copies of the individual title page. **EACH COPY OF THE APPLICATION SHOULD INCLUDE THE FOLLOWING SECTIONS:**

#### The Application:

- \_\_\_\_\_ the title page form
- \_\_\_\_\_ table of contents
- \_\_\_\_\_ one-page abstract
- \_\_\_\_\_ narrative (no more than 35 pages)
- \_\_\_\_\_ the budget summary form
- \_\_\_\_\_ detailed budget justification
- \_\_\_\_\_ Required ED Forms

#### The Appendix:

- \_\_\_\_\_ list of project personnel
- \_\_\_\_\_ list of partners (if any)
- \_\_\_\_\_ evidence of success

### ADDRESS AND DEADLINE DATE:

Star Schools Program  
Attn: 84.203F  
U.S. Department of Education  
Application Control Center  
Regional Office Building 3, Room 3633  
7th & D Streets, SW  
Washington, DC 20202-4725  
Telephone: 202-708-8493

**REMEMBER: Applications mailed or sent by commercial carrier must be received by March 26, 1999. Hand delivered applications must be received no later than 4:00 p.m. Eastern Time on March 26, 1999.**